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ABSTRACT

Drawing on documents and interviews with school staff, this report describes Oaklea Middle School, serving grades five through eight in the Junction City (Oregon) School District. An overview of the school's startup and philosophy stresses the priority assigned to students' educational, physical, social, and emotional needs. The author next describes the division of the school into four subunits or schools-within-schools (called "rivers" because each is named after an Oregon river). Students are assigned to one river for their four years at Oaklea. The report also discusses the interdisciplinary team teaching program and lists 12 of its advantages identified by interviewees, including increased teacher participation in decision-making and greater instructional flexibility. Profiles of two Oaklea programs--the Vocational Industrial Technical Arts Learning (VITAL) program and the Exploratory Program--emphasize the opportunities for student self-direction. Interview data suggest the Oaklea program has helped improve the attitudes and achievement of students entering the local high school. Finally, the author briefly surveys research on middle schools and interdisciplinary team teaching. Appendices provide diagrams of Oaklea's floor plan and organizational structure. (Author/RW)

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Oaklea Middle School: Interdisciplinary Team Teaching At Its Best

Chuck Lewis

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Preface

The mission of the Oregon School Study Council Bulletin is to bring promising practices in education in Oregon to the attention of its readers. This issue of the Bulletin, mindful of that purpose, is an attempt to capture the essence of the program of Oaklea Middle School of the Junction City School District so that our readers can have a current picture of an instate model of an excellent middle school and of the interdisciplinary team concept, which is the heart of the Oaklea program.

These pages cannot adequately describe or reflect the dynamics of Oaklea, for words alone will not accomplish that. Oaklea is truly an exemplary middle school and, as a model, is worthy of further investigation by those school districts that may be considering the implementation of a middle school program. Already several other Oregon school districts, including Philomath, Central Linn, and Newburg, have seen the value of the Oaklea model and have used all or parts of it in the middle school programs they have developed. It is a pleasure to bring you this Bulletin about the Oaklea program.

Philip K. Piele
Executive Secretary

Acknowledgements

Many people have contributed to this Bulletin: Lee Brunquist, superintendent of the Junction City School District; David Cellers, principal of Junction City High School; Paul S. George, professor of education at the University of Florida; Ted Hayes, principal of Oaklea; Dallas Lommen, assistant principal of Oaklea; Cora Miller and Margery Church, the secretarial "team" from Oaklea, who were called on to provide assistance in so many ways and were always "willing and able"; the many faculty, staff, and students who took time from their schedules and classes to talk about Oaklea.

Any educator who has worked in a middle school or junior high for a day becomes well aware of the symptoms of transescent behavior, but too few are cognizant of or understand their root causes. As a result, many educators tend to perceive the perfectly normal and natural day-to-day characteristics of transescents as 'discipline problems' and treat them as such. The results of this misunderstanding are often found in the strict forms of discipline, order, control, and formality that many early adolescent learners endure. Too many teachers glue students to their chairs for tortuous lengths of time, use a lecture method of instruction, expect absolute attentiveness and then punish those who cannot conform. Few transescents can conform; it is simply not in their physical, social and emotional nature.

It is reasonable to assume that if educators understand the root causes of transescent physical, mental and social behavior, then they will deal more rationally and sanely with the characteristic symptoms. (The Middle School We Need, Association for Supervision and Curriculum Development, p. 5.)

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Introduction

"Autonomy", "Busy", "Effort" -- there are a variety of words that one could use and that staff, students, and parents do use to describe the Oaklea Middle School program.

The Oaklea Middle School of Junction School District #69 does indeed provide a great deal of autonomy for the staff and the students. Students and teachers are busy and everyone there puts a lot of effort into making Oaklea what it is.

What Oaklea is, however, is difficult to capture in words. The assignment for this Bulletin was to write about Oaklea and specifically stress the interdisciplinary teaming approach that is the core of the educational program at Oaklea. In the next several pages, you will read about the interdisciplinary teams that make Oaklea different from other middle schools. But the cooperative, interdisciplinary team teaching program is not the only thing that makes Oaklea different; the difference is a combination of many things. It is our goal to capture some of the flavor of that difference in the pages that follow.

An Overview of Oaklea

The Junction City School District has four schools--two elementary schools, a middle school, and a high school. Oaklea Middle School serves a student population of grades 5 through 8. This is Oaklea's fifth year of operation, as construction of Oaklea was completed in 1976 and the staff and students moved in for the 1976-77 school year.

Prior to the construction of Oaklea Middle School, the Junction City district had operated with an elementary (split into 1-4 and 5-6), junior high (7-9), and senior high school (10-12) program.

The staff and students came to Oaklea from elementary grades 5 and 6 and junior high grades 7 and 8. About half of the teachers were certified to teach in the elementary school, and the other half certified to teach at the secondary level.

Development of the Program

One of the reasons Lee Brunquist was hired as superintendent of the Junction City district was his experience with the middle school at Chenowith, Oregon, where he was employed prior to taking the superintendency at Junction City. Brunquist stated that there was "a small nucleus of board members and community members who were extremely interested in giving the idea of a middle school some more study." After board members and community members visited school

districts around the state to evaluate what others were doing, it was determined that Junction City would create a middle school to replace its junior high school.

When this decision was made, Ted Hayes was the junior high school principal, and Dallas Lommen was the principal of the grades 5-6 elementary school. Hayes was appointed principal of the new school, and Lommen vice principal.

Hayes acknowledged to the writer the important role played by the teaching staff in conceptualizing Oaklea's program. Because neither he nor the vice principal "had much time to devote to the development of the middle school and its program, most of the development of the middle school was left to the teaching staff."

The teachers and administrators agreed that the middle school should have a different program than a junior high school. They also agreed that there should be no special emphasis on interscholastic team sports, as well as no pep band, rally, star athletes, student body officers, and other activities common to junior high schools. It was determined that a student population of over 600 "middle schoolers" was too many to try to contain in a traditional building with a traditional curriculum; students would be "lost" because of the size of the population that was being served.

The result was the creation, largely by the teaching staff, of interdisciplinary teams operating out of four different schools-within-a-school that provide a close "family" approach to teaching students.

The effectiveness of this program in meeting students' needs has helped to insure that students are not "lost" at Oaklea. The autonomy given the teachers also helped to insure that the burgeoning program would be allowed to grow and flourish.

Philosophy

When the school philosophy of Oaklea was developed, the physical, social, emotional, as well as the educational needs of the students were given first priority. To insure that student needs were met, the program and the curriculum were developed in such a way as to provide all students with opportunities for physical activity--not just strenuous physical activity during physical education or free physical activity during periods of unstructured time, but also opportunity to move about during classes as well.

Activities to provide for "hands-on" experiences were an important part of the philosophy of Oaklea; there are numerous opportunities for these kinds of activities.

The opportunity for emotional and social growth through meeting both self-imposed and teacher-imposed challenges provide students with a wide variety of satisfying experiences through acceptable avenues of behavior.

The educational program was developed--and continues to be modified as needs are recognized--to meet the diverse needs of the student population. Cross-grading for students who excel or who need extra time to accomplish tasks is only one of a number of ways that students' needs are met.

Two counselors provide support and assistance for the students who need additional adult help beyond that which the classroom teacher can provide. Students are thus helped to cope with situations that require skills beyond those they have developed by themselves.

The school administrators recognize the importance of the middle school philosophy and how effectively it works. They perceive themselves as facilitators and support personnel to assist the teachers, staff, and the students in keeping the school an important place for working, growing, and learning.

Facility and Structure

Oaklea's building was planned and developed to serve as a middle school. The building has approximately 90,000 square feet and was built to accommodate more than 600 students in grades 5, 6, 7, and 8. The present enrollment for Oaklea, by grade, is as follows: fifth, 164; sixth, 154; seventh, 140; and eighth, 141.

Because both the community and the school staff were concerned about the problem teachers would have in getting to know such a large number of students, the building was divided into four smaller schools-within-a-school. Each of these schools is staffed with five or six teachers who serve the approximately 150 fifth, sixth, seventh, and eighth grade students that make up the student population of that unit. Each of these smaller schools-within-a-school is named after an Oregon river (the Metolius, the McKenzie, the Nehalem, and the Deschutes); together they are referred to by students and staff alike as the "rivers."

The "rivers"--each of which has its own staff--are autonomous in many ways. Due to this autonomy, each river has had the opportunity to develop different teacher arrangements and strategies to meet the educational needs of the students in that "river".

The "rivers" are positioned around a large media center that is utilized by all the students of Oaklea. Because the "rivers" open into the center, the students frequently pass through the center on their way to other activities in the building.

Each "river" also opens into a group learning laboratory where the students from that "river" can go for science and other learning activities. The lockers for the students in that "river" are also located in this area so that student traffic is reduced to a minimum.

Of course, not all activities are conducted in the "rivers" or in the media center. There is a Learning Resource Center for students with special needs; physical education for every student; intramural athletics for all students interested in participating in the various sports that are offered; music, including vocal and instrumental; exploratory classes in which students are offered both career education and interest area opportunities; and an occupational versatility program that includes industrial arts, arts and crafts, and home arts.

The cafeteria, a multipurpose room that serves as one of the teaching stations for physical education when not in use as a cafeteria, is spacious and attractive. The food is excellent and the menu varied;

students are free to choose from several different options for each meal. Because of the excellence of the food and the opportunity to choose, over 90 percent of the students participate in the hot lunch program. This level of participation is frequently spoken about by visitors from other schools who don't have that kind of participation in their own hot lunch program.

The Rivers and the Interdisciplinary Team

Oaklea Middle School's four subunits provide for closer interaction between the teachers and the students. Because these subunits were part of the original concept around which the program for Oaklea was developed, they were planned into the architectural design of Oaklea. The floorplan of Oaklea reflects this concept (see Appendix A).

The literature on adolescent development (and the importance of school building structure in adolescent development) stresses providing a resource center as a fundamental part of the learning program. Hence, the four "rivers" are located adjacent to the media center. Deschutes and McKenzie lie on the west side of the media center, and Nehalem and Metolius are on the east. In a normal day, the students will pass by or through the media center from their "rivers" several times a day, even when not specifically involved in an activity there.

The "rivers" were formed with the idea that they would constitute "families" for the students, each of whom is assigned to the same "river" for the entire four-year period he or she is at Oaklea. Thus each student gets to know all the teachers within that "river," and all the teachers get to know all the students. This provides, in the words of LaVonne Dimmick, who teaches reading and other subjects, "family closeness because the four years provide confidence for the students. They don't have to learn new teachers every year as they would in a regular school program." In addition, Dimmick said, "Teachers don't have to get to know a whole new set of parents, and parents don't have to get to know new teachers, so there is much more continuity from year to year."

Because students are permanently assigned to the "rivers" when they enter Oaklea in the fifth grade, the same group of students remain with the same interdisciplinary team of teachers throughout their period at Oaklea. This means that the students receive their instruction in the basic subjects--reading, mathematics, language, art, science, health, and social studies--from the same cadre of teachers. Consequently, the teaching team, as a unit, remains aware of the strengths and areas of need that each student has in these core areas and, to a large extent, also in all aspects of the students' involvement in the total school program, both curricular and extracurricular. With the cadre functioning as a single cooperative unit, more knowledge can be gained about each student than could be accumulated by any one teacher working with a group of students in an individual classroom-organized (self-contained) program or in a single-subject departmentalized program.

It should be obvious by now that the backbone and the motivating force behind the Oaklea program is the cooperative interdisciplinary team. In fact, the whole building staff, both faculty and classified, is built around teams. Appendix B shows the breakdown of the teachers and the classified staff into the various teams that make up the Oaklea program.

An important philosophical premise undergirds the interdisciplinary team concept. "Two of the biggest problems persistent throughout the past fifty years in education have been the inconsistency between a school's educational goals and its organizational pattern and the centralized decision-making powers of the principal. A total

reorganization has to occur that helps to remove these two roadblocks from the educational scene" ("Oaklea Middle School Co-Operative Teaching Team Presentation").

At Oaklea, the administration believes that "the concept of the leadership as well as that of the teaching team is based on the premises that decision making responsibilities must reside as closely as possible with those individuals who are at the scene of the action."

The putting into practice of this philosophical approach at Oaklea provides a number of advantages that the teachers and administrators view as follows:

1. Teachers make decisions regarding the use of their time, the use of facilities, and the adaptation and adoption of curricular materials.
2. The interdisciplinary team create a feeling of community between teachers and learners.
3. The team can provide assistance to substitutes to assure continuation of specific learnings.
4. The teachers on the team provide a positive stimulus to each other.
5. The team is effective in attracting and hiring highly qualified candidates for teaching positions since it is actively involved in the hiring process.
6. The team can provide support, coordination, and training for new team members, thereby alleviating much of the confusion that comes with being a new teacher in a traditional school setting.

7. Teachers can work in a variety of cooperative ventures to assist in developing additional teaching skills or working on additional growth areas.
8. The team approach provides for high staff morale.
9. Teachers on a team communicate with each other more effectively and also communicate more effectively with students and with parents, community members, and other external groups.
10. The use of a team approach provides for greater opportunity for individualized instruction, cross-grading, flexible scheduling, nonsubject oriented knowledge distribution, pursuit by students of independent training, more appropriate subgrouping, and a variety of other student-oriented program modifications that could not be achieved in a traditional school environment.
11. Teachers on an interdisciplinary team can be directly involved in decisions influencing curriculum, student instruction, and other areas that individual teachers working alone could not.
12. As the team functions in areas that have previously been perceived as "administrators only" areas, administrators are freed from performing many duties that are much more appropriately performed by teachers or other staff personnel.

What the interdisciplinary team approach provides for the staff and students at Oaklea is expressed by teacher Terrye Eames: "Cohesion; a chance to get to know the other members of the team. This kind of cohesiveness provides a strong support relationship and adds strength to getting to know kids."

LaVonne Dimmick points out that each of the rivers has its own personality and that students and staff alike identify with their own river.

Counselor Steve Phifer said that he and Janis Jurisch, the other counselor, are able to counsel more freely because of the program at Oaklea. They are given more autonomy compared to counselors in other schools; "there is no rigid set of standards or guidelines." Phifer adds that the school has a "busy, intensive program. Both Janis and I and the entire staff play a major role in decision-making." Asked about his perception of Principal Hayes' role, Phifer responded straightforwardly: "We wouldn't be where we are without Ted, but we could operate without him now"--a strong testimonial about the effectiveness of the administration's efforts to create a staff that is very capable in decision-making.

Joe Forward is a teacher who came to Oaklea in January 1979 and therefore wasn't involved in the development of the program. He expressed appreciation for the teacher involvement in scheduling and the freedom that the staff at Oaklea have to develop new ideas and implement innovations. Speaking specifically about interdisciplinary teaming, Forward said, "I worked in teamings before but not to the extent that it is here. I wasn't used to the constant interaction; the constant flow of ideas."

Forward sees as the most important facets of the program the peer support for both students and staff, the homeroom, the opportunities to work independently or collectively, and the total flexibility of the program.

The report on Oaklea submitted by a review committee speaks cogently to this point: "The schoolwide consistency and cohesion that result from these efforts must surely contribute to the togetherness that the faculty and staff obviously feel."

Two Special Programs

VITAL

The occupational versatility program at Oaklea, referred to as Vocational Industrial Technical Arts Learning or simply "VITAL," combines the areas of art, home arts (home economics), and industrial arts in an interdisciplinary team approach to teaching all these curricular areas. Structured this way, the VITAL program offers students in grades 6, 7, and 8 the opportunity to assess their personal interests and test and evaluate their abilities in a laboratory environment involving a variety of skills over a broad range of "hands on" experiences.

All students are required to take one semester in VITAL. The focus of VITAL is on the student, for students "select, direct, manage and evaluate their own performance in exploring various materials, tools and processes in the vocational areas" that are offered. VITAL is structured so that "students are required to become self-sufficient, productive, adaptable and accountable."

Gayle Evans-Schack, who teaches the art portion of the program, spoke of both the value of the interdisciplinary teaming plan to the overall climate of Oaklea and specifically to the VITAL program. Evans-Schack said that the other two members of the VITAL team and she work closely together to insure that students are given the opportunity to be self-directive while they are also given the support necessary to keep them from getting into situations where they will have an unsuccessful experience.

The combination of the three teachers provides the flexibility needed to "encourage students to take responsibility for their own actions," according to Evans-Schack. She also feels that this allows an "opportunity to change" to create a more favorable working environment or to modify the program when it doesn't appear to be meeting the needs of the students as closely as it should.

The review committee's report includes the following comment: "The VITAL program is an outstanding example of the best in team teaching and individualized instruction."

The Exploratory Program

The exploratory program at Oaklea is one of those serendipitous happenings that occur when an organization is searching for excellence in its program. Originally, Oaklea had developed a career education format to provide student knowledge and exploration about careers. When it appeared that this program was not offering the level of interest needed by the students, a program involving three weeks of intramurals and three weeks of exploration was tested in one of the rivers. The pilot was so successful that all the rivers adopted it.

What the exploratory program provides is an opportunity for the students to explore their interests in a variety of career and leisure-time activities. These activities may be generated by students or teachers; all that is important is that enough students show interest in an idea to create a group to pursue it.

The ideas are diverse. Offerings for the exploratory program have included such things as cross-country skiing, wilderness survival,

chess, fly tying, back packing, shirt painting, model railroading, and fishing rod building, to mention just a few.

Because there is a permanent model railroad in the media center that is a result of exploration into that area, it seemed appropriate to discuss that exploratory offering with the teacher who generated the idea, Jack Dutchess.

One of the original cadre members for Oaklea, Dutchess said that he got the idea for the exploratory class to call attention to the Freedom Train that came to Oregon during the Bicentennial. He discussed the idea with Dallas Lommen, who gave the "go ahead."

Unlike most exploratory classes, Dutchess' idea was used as a common theme for a full week and involved all the student body. Films were donated by Burlington Northern and Union Pacific to provide the students with information about "railroaders and railroading." The film Union Pacific, starring John Wayne, was used as a culminating activity along with the driving of a "golden spike." The students were also involved in a variety of related academic activities, including geology, mathematics, music, and literature relating to early railroading in the United States.

Dutchess said that the events of the week of railroading received coverage from Eugene and Portland newspapers, radio, and television, but he is most happy that "several of the students who became interested in model railroading are high school students now and have continued that interest."

Oaklea's Impact on the High School

A description of the Oaklea program must consider the impact that its program and its students have had on the high school program that the Oaklea students enter when their education at Oaklea is over.

David Cellers, principal at the high school, said that one obvious impact on the high school was the reduction in the number of students in the high school when Oaklea was opened. Prior to the opening of Oaklea, the junior high and high school had been housed in two different wings of the current high school building. This arrangement caused tremendous overcrowding. Cellers said, "However many desks they could get into a classroom, that's how many kids they had in class. With that situation, it was really difficult for the junior high school staff. Now you don't have to have 35-40 students in a class."

Discussing the changes that he sees as a result of Oaklea, Cellers said, "Students coming from the middle school are better prepared in the subject areas, in fact, in all areas I would say." He added, "I think another big change has been in an attitude. The students, when they were here as seventh, eighth, ninth graders, pretty much felt like this was an old building and they were herded in here like sheep and people were pretty much staring right down their throat. We had a number of students who came into the high school who had very 'bad vibes' about school in general and really resented school a lot. We have very few students like that now."

Oaklea has been doing its job so well, noted Cellers, that there is apprehension on the part of some members of the high school staff that "maybe we can't challenge some of the best students. Our big challenge is to go beyond where we were with our curriculum. We have two students who are ninth graders now who will be totally beyond any math curriculum that we have at the high school for next year, so we have had to go out and look for alternatives for those kids."

Survey of Research on Middle Schools

A great deal has been written about the middle school and the middle school movement since the inception of the idea over twenty years ago. Two recent books, The Exemplary Middle School (1981) by Alexander and George and The Essential Middle School (1981) by Wiles and Bondi, reflect many of the changes that have taken place in the development of middle schools. The reader who wants an up-to-date understanding of the movement should start with these two books.

Much of the literature about middle schools is developed around the theme: what a middle school ought to be. Or the literature discusses aspects of curriculum development, leadership, teacher training, and development of other parts of a middle school program. Invariably the focus of the articles is on the various growth states and needs of the middle-school-age child.

Although it is not within the scope of this Bulletin to attempt an indepth discussion of the underlying psychological constructs that have been used to explain the nature and behavior of the middle-school-age student, it would certainly be remiss not to touch on them, for child development theory unquestionably drives the philosophy of Oaklea.

The Association for Supervision and Curriculum Development (ASCD) monograph, The Middle Schools We Need (1975), centers around the needs of the emergent adolescent learner. All the recommendations and implications for physical plant, curriculum development, program contents, community involvement, the role of external educational organizations, and staff training and leadership are based on these needs.

McNassor (1978) states, "Middle-school-age youth have long been the center of concern, misunderstanding and frustration for parents and school people alike." He adds, "We have yet to fully appreciate the need for a special kind of teacher in the classrooms of early adolescent....Nowhere has the idea of teacher as a learning facilitator rather than one who instructs greater applicability than in the middle school."

In research conducted in Connecticut involving 5,000 middle-school-age students, great diversity was found across individual students and there was also diversity across the needs of the ages included in a middle school. Lewis (1978), summarizing the results of the research, cautions, "Hopefully, educators innovating in the 'middle schools,' where the purpose is to make the curriculum more relevant to the needs of today's ten-to-thirteen-year-old young people, will find this partial report of special use. For example, the sharp difference in questions raised by ten-year-olds and by eleven-to-thirteen-year-olds raises some doubt about the advisability of grades 5-8 grouping and indicates the care educators must take to make such a grouping profitable for ten-year-olds."

Although the research on the role of interdisciplinary team teaching is, so far, rather limited, Garner, writing in the NASSP Bulletin in 1976 provides a checklist for those schools who are considering adopting an interdisciplinary team teaching approach. Garner states that principals "are looking for empirical data to validate the claims advanced for this procedure." He outlines criteria that any school district should seriously consider before adopting an

interdisciplinary system. As Garner says, "This model provides a skeleton which allows a local unit to add the meat and muscle unique to its needs."

Waltz (1976) related interdisciplinary teaming to the teaching of music, speech/drama, art, home economics, and industrial arts.

Specific articles on the interdisciplinary, cross-graded teaming approach, as practiced at Oaklea, are described by Baker (1976) and Merenbloom (1979) and reflect what is, generally, current practice in middle school teaming.

One of the problems encountered in research of middle schools is that little systematic effort has been made to evaluate the effects of the middle schools. Gordon and others (1979) state that "topics for research have been selected on the basis of idiosyncratic interests of individual researchers.... A consensus framework identifying broad areas of needed research ... would facilitate the recognition of patterns of research results and identify gaps in our existing knowledge o of middle school practices."

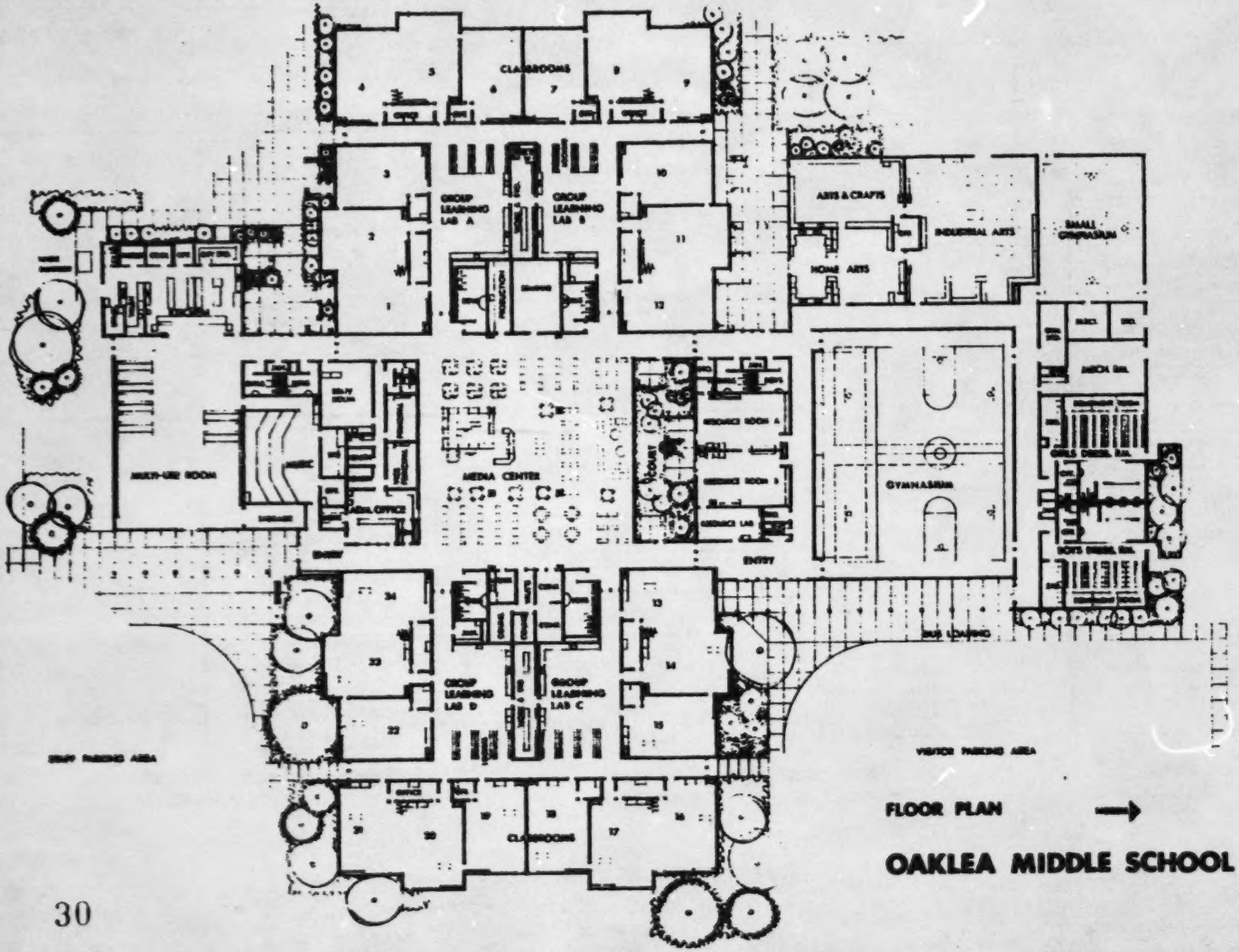
Conclusion

The preceding pages contain several references to a review committee that evaluated and made comments on the Oaklea Middle School program. This review took place March 16-18, 1981, by a team chaired by Paul S. George, professor of education at the University of Florida and a nationally recognized authority on middle schooling. (See Appendix C for a list of the committee members.)

The conclusion of this Bulletin is best expressed in an excerpt from the concluding comment made by the review committee:

> It is the consensus of the visiting team that Oaklea Middle School is an outstanding example of the very best in middle school education. It is a fusion of a very capable staff, a well-mannered and conscientious group of talented students, and an exciting program. Oaklea deserves the high regard in which it is held by educators across the nation, and the citizens of Junction City have a fine school of which they may be justifiably proud. We believe that the future of middle school education at Oaklea is exceedingly bright, indeed.

Appendixes



FLOOR PLAN →

OAKLEA MIDDLE SCHOOL

APPENDIX B

OAKLEA MIDDLE SCHOOL

CO-OPERATIVE TEACHING TEAMS

INTERDISCIPLINARY CO-OPERATIVE TEACHING TEAMS

McKENZIE

Grades 5,6,7,8
(160 students)

6 teachers
1 6 hour aide

DESCHUTES

Grades 5,6,7,8
(160 students)

6 teachers
1 6 hour aide

NEHALEM

Grades 5,6,7,8
(145 students)

5 teachers
1 6 hour aide

METOLIUS

Grades 5,6,7,8
(145 students)

5 teachers
1 6 hour aide

SCHOOL-WIDE (Subject Oriented) CO-OPERATIVE TEACHING TEAMS

MUSIC

2 1/3 teachers

P.E.

3 teachers

RESOURCE

3½ teachers
2 6½ hour aides
1 7 hour aide

SCIENCE

2 teachers
7th & 8th grades

VITAL

3 teachers
1 5 hour aide

COUNSELING

2 counselors
1 8 hour aide

MEDIA

1 media spec.
2 8 hour aides
1 6½ hour aide

ADMINISTRATION

1 principal
1 vice-principal
2 secretaries
1 7 hour reproduction aide

CLASSIFIED EMPLOYEE TEAMS

FOOD PREPARATION

1 head cook
1 assistant cook
1 7½ hour cook's helper
2 [illegible] hour cook's helpers
1 5 hour cook's helper

CUSTODIAL

1 head custodian
2 assistant custodians
2 7½ hour custodial helpers

APPENDIX C

Membership of The Program Review Committee
for the
Oaklea Middle School Program Review

March 16-18, 1981

Robert Collins
Principal
Springbrook Middle School
Newburg, Oregon

Peter Christianson
Staten Middle School
Salem, Oregon

Paul S. George, Chair
University of Florida
Gainsville, Florida

Karl Hesse
College of Education
University of Oregon
Eugene, Oregon

Dennis Pataniczek
College of Education
University of Oregon
Eugene, Oregon

James Weed
Principal
Markham Middle School
Portland Public Schools
Portland, Oregon

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